

Title II of the Higher Education Act Intuitional Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation:

Academic year: 2000-2001

Office of Postsecondary Education, U.S. Department of Education

Report Year 2: (Fall 2000, Winter, 2001, Summer 2001)

Institution name:	Missouri Valley College		
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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2000-2001 Academic Year</i>
Institution Name	Missouri Valley College
Institution Code	6413
State	Missouri
Number of Program Completers Submitted	32

Number of Program Completers found, matched, and used in passing rate Calculations ¹	32				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
Academic Content Areas							
Elem Edu: Curriculum, Instruction, and Assessment	011	17	15	88%	1615	1536	95%
English Lang., Lit. and Comp. : Content Knowledge	041	2			205	197	96%
Mathematics: Content Knowledge	061	2			105	91	87%
Physical Education: Content Knowledge	091	4			192	165	86%
Social Studies: Content Knowledge	081	7			272	261	96%
Other Content Areas							
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program						
Table C-2	HEA - Title II 2000-2001 Academic Year					
Institution Name	Missouri Valley College					
Institution Code	6413					
State	Missouri					
Number of Program Completers Submitted	32					
Number of Program Completers found, matched, and used in passing rate Calculations ¹	32			Statewide		
Type of Assessment ²	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				53	53	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	32	26	81%	3086	2929	95%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				165	164	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				309	307	99%
Aggregate - Performance Assessments						

Summary Totals and Pass Rates⁵	32	26	81%	3612	3452	96%
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¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2000-2001, including all areas of specialization.

1. Total number of students enrolled during 2000-2001: **72**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2000-2001? **34**

3. Please provide the numbers of supervising faculty who were:

3 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

5 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

2 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2000-2001: **10**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **3.4/1**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **40** hours. The total number of weeks of supervised student teaching required is **12**. The total number of hours required is **480** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

X Yes ☐ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

Students at Missouri Valley College may prepare themselves for elementary (1-6), secondary (9-12), or cross categorical special education (K-9, 7-12, K-12) teacher education programs. The student interested in elementary education must pursue a degree with a major in elementary education. Students interested in teaching in a specialization area at the secondary level should plan a major in their subject field and complete the requirements for the Teacher Education Program. The Teacher Education Handbook, available in the Education Division office, lists the specific requirements for each teacher education program. Missouri Valley College offers teacher education programs that lead to Missouri state certification in the following areas: Unified Science (9-12); elementary Education (1-6); English (9-12); Math (9-12); Physical Education (K-9, 9-12, K-12); Health (K-12); Cross Categorical Special Education (K-12); Social Studies (9-12); Speech/Theatre (9-12); Early Childhood; Early Childhood Special Education and Middle School (5-9).

Students planning to teach at the elementary level are assigned an Education Division advisor. A student desiring to teach at the secondary level is assigned an advisor in his/her major area, in addition to an education advisor. The teacher education programs are demanding and one must carefully plan and sequence their courses in order to graduate in four years. This means working with an appropriate advisor as soon as the decision to teach is made.

Students are formally admitted to the teacher education program by the Education Division faculty based upon satisfying the following minimum admissions requirements:

1. 30 hours of credit
2. Score of 235 or better on the C-BASE sub-tests
3. ACT score of 20 or higher
4. Accumulative overall grade point average of 2.5 or higher
5. Accumulative M.V.C. grade point average of 2.75 or above
6. “C” or better in EN 160, SP 100, and ED 100

Successful completion of the teacher education program and successful completion of the Praxis II exam are required for graduation. Those students who do not wish to teach in the State of Missouri can opt for a degree in teacher education non-certified and will not be required to take the Praxis II exam.

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

The mission and purpose of Missouri Valley College are to provide a Baccalaureate education committed to Christian values, life-long learning, and service to the community. As a career oriented, liberal arts institution, Missouri Valley College equips students to confront the challenges of the future by careful preparation for an involved and responsible life. As a God-centered community, Missouri Valley is committed to fostering the dignity and positive self-concept of individuals as they pursue their personal life objectives through this four-dimensional vitality:

1. Knowledge and understanding
2. Social and leadership development
3. Physical well-being
4. Ethical values

The Missouri Valley College faculty and staff are committed to the mission and purpose of the College and to serve as moral, ethical, and academic role models for the college community.

2. Educational Philosophy

The educational philosophy of the Education/Physical Education Division at Missouri Valley College may be best articulated through the following goals:

1. Students shall establish a knowledge base of theory and practical application related to the basic aspects of teaching methodology: learning theory, motivation, reinforcement, questioning strategies, lesson design, evaluation, and learning styles.
2. Students will become familiar with the multicultural aspects of public school teaching inherent in education in America.
3. Students will develop problem-solving skills for classroom decision making and instruction by applying their knowledge base to practical situations in classroom practicum experiences and in their student teaching experience.
4. Students will understand the historical and philosophical foundations of education in America and will be able to apply and integrate this knowledge into their own belief systems and future educational goals.
5. Students will become familiar with Public Law 94-142 (IDEA) and subsequent reauthorizations, and their application in terms of integrating exceptional students into appropriate placement within the least restrictive environment of the educational setting.
6. Students will develop reflective capabilities necessary for the profession.

3. Conceptual Frameworks

The conceptual model utilized by the teacher education program at Missouri Valley College, at all levels of preparation, is that of "the teacher as reflective practitioner." The faculty is committed to preparing teachers who "reflect in action" as well as "reflect on action." Further, the faculty believes that teachers must be the maker of their own meaning, and not mindlessly teach children or young adults without consciously reflecting intellectually and ethically upon their beliefs and practices.

Susi (1995) states "reflection involves looking back on experiences in such a way as to reconsider and better understand what happened". LaBoskey (1992) writes that, "Reflective teachers reflect in order to learn – to improve their understanding of, feelings about, and responses to the world of teaching."

The major works of Piaget influence the teacher education program at Missouri Valley College. Children advance through developmental stages through the vehicle of their schemata. Schemata are the cognitive or mental structures through which individuals organize their constantly changing experiences. The two processes of assimilation and accommodation are used to reach a state of equilibrium or balance from a state of disequilibrium or unbalance. This is a self-regulatory process that allows external experience to be incorporated into the existing schemata. A student who simply reads phrases in a text or hears words in a lecture does not gain lasting knowledge. Instead, lasting knowledge occurs when the learner attempts to make sense of the new information by applying it to his or her already perceived notions about the topic (Piaget, 1969). Once the new information is properly assimilated or accommodated into the learners' established knowledge, true understanding takes place.

Specifically, the teacher education program is also guided by Piaget's "constructivist" perspective. There are several guiding principles within this perspective: 1) children have an intrinsic desire to make sense of the world, 2) children actively construct knowledge and values by acting upon the physical and social world, 3) young children's thinking will predictably contain errors; these errors represent an advancement in children's thinking, 4) the developmental domains are interactive and interrelated, each influencing the other, and 5) cognition and language are furthered within the socio-moral environment of the child.

Four conceptual strands flow through all teacher certification programs at Missouri Valley College giving form and structure to the reflective practitioner model: 1) a general education strand, 2) a professional education strand, 3) a content area strand, and 4) a general methods strand. These four strands are further divided into four developmental strands: 1) a skill development strand, 2) a supported application strand, 3) a knowledge/mastery strand, and 4) an independent application strand

These four major strands and their four subdivisions create the curriculum framework for the teacher education program. The general education strand gives the beginning student a liberal arts background from which to draw on in his or her teaching and in his or her life as an adult. The professional education strand provides a backdrop for development of a philosophy of the student. The content area provides background in the student's area of certification. The general methods strand provides strategies for the student's use in the classroom. The teacher education faculty supports each level or strand as they reflect upon the knowledge base that gives support to teacher education.

4. Program completers who teach in the private schools and out of state

Private Schools:	0
Out-of-State:	4